Weather

2-3 The student will demonstrate an understanding of daily and seasonal weather conditions. (Earth Science)

2.3.3 Illustrate the weather conditions of different seasons.

Taxonomy level: 2.2-A Understand Factual Knowledge

Previous/Future knowledge: In kindergarten (K-4.2), students compared weather patterns that occurred from season to season. This concept will be further investigated in 4^{th} grade (4-4.3) when students compare daily and seasonal weather patterns and in 6^{th} grade (6-4.6) when they predict weather conditions or patterns.

It is essential for students to know that each season has different weather patterns. There are four basic seasons: winter, spring, summer, and fall/autumn.

Winter The weather may be cold or freezing; there may be rain, snow, or sleet

Spring The weather starts to get warmer; there may be a lot of rain; the air can be windy

Summer The weather is often hot and dry; there may be little or no rain; the air can be

windy

Fall/Autumn The weather starts to get cooler; there may be little or no rainfall; the air can be

windy

NOTE TO TEACHER: For students moving into our communities that are not native to South Carolina, they may come from areas that do not experience the four seasons that we do. Many areas only experience two definite seasons so be aware of this during instruction.

It is not essential for students to know air pressure or humidity conditions. They do not need to understand seasons form the astronomy perspective-revolution around the sun and tilt of Earth's axis.

Assessment Guidelines:

The objective of this indicator is to *illustrate* weather conditions of different seasons; therefore, the primary focus of assessment should be to give examples or illustrations of weather conditions from different seasons. However, appropriate assessments should also require students to *recall* the four basic seasons; *identify* different seasonal weather conditions; or *recognize* different seasonal weather conditions